

Crosserlough NS – COVID-19 Response Plan

UPDATED 24th February 2021

to include additions to COVID-19 Response Plan required by 'Work Safely Protocol'

Contents

Introduction

The School Covid19 Response Plan for Crosserlough NS is in line with

- Department of Education guidance
- the Return to Work Safely Protocol and public health guidance from HSE re limiting spread of the virus, hygiene and respiratory etiquette
- and the specific requirements of the school

The Covid-19 Response Plan is designed to support the staff and Board of Management (BOM) put measures in place that to prevent the spread of Covid-19 in the school environment.

The Covid-19 Response Plan details the policies and practices necessary for a school to reopen and to prevent the introduction and spread of Covid-19 in the school environment.

It is important that the resumption of school-based teaching and learning and the reopening of school facilities complies with the public health advice and guidance documents prepared by the Department. Doing so minimizes the risk to pupils, staff and others. The Response Plan supports the sustainable reopening of school where the overriding objective is

- to protect the health of staff and pupils
- while promoting the educational and development needs of the pupils in the school.

The COVID-19 response plan will be continue to be updated in line with the public health advice.

In line with the Return to Work Safely Protocol, the key to a safe and sustainable return to work, and reopening of schools requires strong communication and a shared collaborative approach between the BOM, staff, pupils and parents.

The assistance and cooperation of all staff, pupils, parents, contractors and visitors is critical to the success of the plan.

The information provided in this document is correct at the time of publication.

- Ensured that staff have reviewed the training materials provided by the Department of Education (**details at Section 4.1**);
- Removed unnecessary clutter to facilitate ongoing cleaning of the school taking into account the importance of having educational materials to create a stimulating learning environment;
- Made necessary arrangements to limit access to the school to necessary visitors and maintain records of contacts to the school (**details at 4.7**);
- Reviewed the school buildings to check the following: Have bin collections and other essential services resumed.

Before reopening schools for the 2020/21 school year each school will need to have processes in place to include the following:

a) **School COVID-19 Policy Statement** completed and ratified by BOM. *See Appendix 1 for copy.* This policy outlines the commitment of the school to implement the plan and help prevent the spread of the virus. The policy will be signed and dated by the chairperson and principal of the BOM and brought to the attention of students, parents and staff. Schools must have a COVID-19 policy in place prior to the reopening of schools for the 2020/21 school year

b) **Return to Work Forms: UPDATE 24th February 2021: The principal has requested staff to text her to confirm that the details in the pre-return to work form remain unchanged following subsequent periods of closure such as school holidays.**

If there are some school staff who may be unable to return to school, it is that current public health guidelines have identified some people as being at very high risk. *See Appendix 2a*

c) Arrangements made to keep up to date with public health advice and any Government and Department of Education updates. Arrangements made to pass on this information in a timely manner to staff, pupils, parents and stakeholders as required;

d) All staff undertake and complete **Covid-19 Induction Training** prior to returning to school. As per instructions of Department of Education once 'Return to Work Forms' received, the **Induction Training** online from the Department is provided **for staff**. The aim of such training is to ensure that staff have full knowledge and understanding of the following:

- e) Latest up to-date advice and guidance on public health;
- f) Covid-19 symptoms;
- g) What to do if a staff member or pupil develops symptoms of Covid-19 while at school;
- h) Outline of the Covid-19 response plan.

Staff will be kept fully informed of the control measures in place in the school and their duties and responsibilities in preventing the spread of Covid-19. This will be ongoing and will be updated with any changes to the control measures or guidance available from the public health authorities.

If a staff member is unsure about any aspect of the Covid-19 Response Plan, the associated control measures, or his/her duties, he/she should immediately seek guidance from the Principal or Lead Worker Representative.

i) **Contact Tracing Log** is located at secretary's office. *See Appendix 3.* Visitors to school will need to be limited on account of Covid-19. Only visitors deemed essential will be permitted to enter school grounds. Permission will be needed from the school for anyone to visit the school. If there is an urgent reason a parent needs to visit the school, they are asked to make contact first. Permission will be granted on a 'case by case' basis. Your understanding is requested in this matter.

j) **School Management Checklist** has been completed. *See Appendix 4* for summary

k) **Information on how to deal with a suspected case** displayed in school so as to be to hand and circulated to staff. Confidentially important when this happens. *See Appendix 5*

There is also a **Checklist for dealing with a suspected case: Appendix 6**

l) Parents asked if their child is unwell to keep them at home and to err on the side of caution (**newsletter** emailed on Aladdin Connect and posted on school website)

m) **Lead Worker Representative** and Assistant Worker Representative elected by staff.

- n) Job description for Worker Representative(s) see *Appendix 7*.
- o) Checklist Worker Representative(s) see *Appendix 8*

1. Health and Safety Risk Assessment compiled and action plan developed.

Health and Safety Risk Assessment

COVID-19 represents a hazard in the context of health and safety in the school environment. A template risk assessment to identify the control measures required to mitigate the risk of COVID-19 in school settings is attached at ***Appendix 4***.

It is important that schools review their emergency procedures involving, fire safety, first aid, accidents and dangerous occurrences to consider any new risks that arise due to the school's COVID-19 Response Plan. Any changes to the school's existing emergency procedures should be documented and incorporated into the school's safety statement.

Schools should also review their existing risk assessments to consider any new risks that arise due to the school's COVID-19 Response Plan. Any changes to the school's current risk assessments should also be documented and incorporated into the school safety statement.

Emergency Plan developed.

First Aid/Emergency Procedure

The standard First Aid/emergency procedure shall continue to apply in schools. In an emergency or in case of a serious incident, schools should call for an ambulance or the fire brigade on 112/999 giving details of location and type of medical incident.

Control Measures - To prevent introduction and spread of COVID-19 in Schools

UPDATE 24th February 2021

- Advise staff and pupils to self-isolate or restrict their movements at home if they display any signs or symptoms of COVID-19 and contact their family doctor to arrange a test
- Advise staff and pupils not to return to or attend school in the event of the following:
 - if they are identified by the HSE as a close contact of a confirmed case of COVID-19
 - if they live with someone who has symptoms of the virus
 - if they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.

Advise staff and pupils to cooperate with any public health officials and the school for contact tracing purposes and follow any public health advice in the event of a case or outbreak in the school.

One of the key messages to manage the risks of COVID-19 is to do everything practical to avoid the introduction of COVID-19 into the school. If infection is not introduced it cannot be spread. The risk of spreading the infection once introduced exists in all interpersonal interactions; student-student, teacher-teacher and teacher-student and must be managed in all settings.

A range of essential control measures have been implemented to reduce the risk of the spread of Covid-19 virus and to protect the safety, health and welfare of staff, pupils, parents and visitors as far

as possible within the school. The control measures shall continue to be reviewed and updated as required on an ongoing basis.

It is critical that staff, pupils, parents and visitors are aware of, and adhere to, the control measures outlined and that they fully cooperate with all health and safety requirements.

Staff should note that they have a legal obligation under Section 13 of the Safety, Health and Welfare at Work Act 2005 to comply with health and safety requirements and to take reasonable care for the health and safety of themselves, their colleagues and other parties within the workplace.

How to Minimise the Risk of Introduction of COVID-19 into Schools:

Promote awareness of COVID-19 symptoms
(*details in Section 5.1*);

- Advise staff and pupils that have symptoms not to attend school, to phone their doctor and to follow HSE guidance on self-isolation;
- Advise staff and pupils not to attend school if they have been identified by the HSE as a contact for person with COVID-19 and to follow the HSE advice on restriction of movement;
- Advise staff and pupils that develop symptoms at school to bring this to the attention of the Principal promptly;
- Ensure that staff and pupils know the protocol for managing a suspected case of COVID-19 in school (*details at Section 8*);
- Everyone entering the school building needs to perform hand hygiene with a hand sanitiser;
- Visitors to the school during the day should be by prior arrangement and should be received at a specific contact point;

Physical distancing (of 2m) should be maintained between staff and visitors where possible.

School will be required to display **signage** outlining the signs and symptoms of COVID-19 and to support good hand and respiratory hygiene.

Physical Distancing

Physical distancing can be usefully applied in primary and special school settings allowing for some flexibility when needed. It must be applied in a practical way to recognise that the learning environment cannot be dominated by a potentially counterproductive focus on this issue.

Physical distancing will look different across the various ages and stages of learning. Care should be taken to avoid generating tension or potential conflict and some flexibility in the implementation of measures may be required at times.

It is also recognised that it is not always possible for staff to maintain physical distance from pupils and it is not appropriate that they would always be expected to do so where this could have a detrimental impact on the pupil i.e. if a child sustains an injury and requires first aid.

However, where possible staff should maintain a minimum of 1m distance and where possible 2m. They should also take measures to avoid close contact at face to face level such as remaining standing rather than sitting beside/crouching down.

Physical distancing falls into two categories:

- Increasing separation
- Decreasing interaction

Increasing separation

The guidance documents provided by the Department of Education on optimal school layout and referenced at **Section 4.5** above should be used by schools to increase separation to the greatest degree possible

To maintain physical distancing in the classroom, primary schools and special schools should:

- Reconfigure class spaces to maximise physical distancing
- Utilise and reconfigure all available space in the school in order to maximise physical distancing

To support primary schools and special schools in the implementation of physical distancing in the classroom, the Department has developed a suite of illustrative classroom layouts of potential options (including arrangements for special classes) which are in accordance with the public health advice, and assumes

Room is clear of any unnecessary furniture/shelves etc. on the walls
A variety of classroom sizes.

The teacher's desk should be at least 1m and where possible 2m away from pupil desks.

Decreasing interaction

The extent to which decreasing interaction is possible in a primary or special school will depend on the school setting and a common-sense approach is required recognising the limits to which this can be achieved between pupils.

In primary and special schools a distance of 1m should be maintained between desks or between individual pupils. It is recognised that younger children are unlikely to maintain physical distancing indoors.

Therefore achieving this recommendation in the first four years of primary or special schools, is not a pre-requisite to reopening a primary or special school for all pupils.

Where possible work stations should be allocated consistently to the same staff and children rather than having spaces which are shared.

The risk of infection may be reduced by structuring pupils and their teachers into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or "Pods" within those class bubbles, to the extent that this is practical.

If the class is divided into Pods, there should be at least (1m distance) between individual Pods within the Class Bubble and between individuals in the pod, whenever possible.

Generally speaking the objective is to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those Class Bubbles) as much as possible, rather than to avoid all contact between Pods, as the latter will not always be possible.

The aim of the system within the school is that class grouping mix only with their own class from arrival at school in the morning until departure at the end of the school day. The Pods within those Class Bubbles is an additional measures, to limit the extent of close contact within the Class Bubble.

Pod sizes should be kept as small as is likely to be reasonably practical in the specific classroom context.

To the greatest extent possible, pupils and teaching staff should consistently be in the same Class Bubbles although this will not be possible at all times.

Different Class Bubbles should where possible have separate breaks and meal times or separate areas at break or meal times (or this could be different class years i.e. 2nd class, 3rd class etc.)

Sharing educational material between Pods should be avoided/minimised where possible.

Staff members who move from class bubble to class bubble should be limited as much as possible.

Additional measures to decrease interaction include:

Limit interaction on arrival and departure and in hallways and other shared areas.

Social physical contact (hand to hand greetings, hugs) should be discouraged.

Where pupils need to move about within the classroom to perform activities (access to a shared resource) it should be organized to the greatest degree possible to minimize congregation at the shared resource.

Staff and pupils should avoid sharing of personal items.

Encourage pupils to avoid behaviours that involve hand to mouth contact (putting pens/pencils in the mouth).

Where teaching and learning involves use of keyboards or tablets, the contact surface of the device should be cleaned regularly and hand hygiene encouraged.

Physical Distancing outside of the classroom and within the school

School drop off/collection

Arrangements for dropping off/collecting pupils should be arranged to encourage physical distancing of 2m where possible.

Walking/cycling to school should be encouraged as much as possible.

Arrangements should be made to maintain a distance of 2m between parents and guardians and between parents and guardians and school staff.

Aim of any arrangements is to avoid congregation of people at the school gates where physical distancing may not be respected.

Staggered drop off/pick up times should be considered where practical and feasible.

If schools have additional access points, consideration may be given to whether they can be used to reduce congestion.

Consideration may be given to where pupils congregate as they arrive at school. This could include heading straight to their small group designated learning space/classroom.

Staff

A distance of 2m is recommended for physical distancing by staff. This is particularly relevant to distancing between adults when they are not engaged in teaching such as the staff room and arriving to work.

If 2m cannot be maintained in staff groups, as much as distance as is possible and guidance on face covering should be observed.

Physical distancing should be observed between staff members within the staff room through the use of staggered breaks etc.

Staff meetings should be held remotely or in small groups or in large spaces to facilitate physical distancing.

Implement no hand shaking policy.

Minimise gathering of school staff at the beginning or end of the school day.

Staff can rotate between areas/classes but this should be minimized where possible.

Staffroom

Ensure physical distancing is applied in canteen facilities

Stagger canteen use and extend serving times to align with class groupings.

Implement a queue management system.

Make sure pupils clean their hands before and after entering the canteen area.

Corridors and Stairwells

Briefly passing someone in a hall is very unlikely to contribute significantly to the spread of infection if people do not have physical contact and avoid informal group discussions.

Yard/Supervision

The risk of transmission from contact with outside surfaces or play areas is low.

Adjust play time/outdoor activities to minimise crowding at the entrance and exits.

It is not possible to maintain physical distancing when pupils in primary or special schools play together outdoors, but in so far as practical it is helpful to keep to consistent groups.

Stagger break times and outdoor access.

Children should be encouraged to perform hand hygiene before and after outdoor activities.

Minimise equipment sharing and clean shared equipment between users by different people.

Use of PPE in Schools

PPE will not be required to be worn within schools according to current occupational and public health guidance. However, for a limited number of staff, PPE will need to be used occasionally or constantly due to the nature of certain work activities or work areas. This might include roles such as:

- Assisting with intimate care needs
- Where a suspected case of COVID-19 is identified while the school is in operation

Where staff are particularly vulnerable to infection but are not on the list of those categorised as people in very high risk groups, or may be living with those who are in the very high risk category.

Appropriate PPE will be available for dealing with suspected COVID-19 cases, intimate care needs and for first aid. Where staff provide healthcare to children with medical needs in the school environment they should apply standard precautions as per usual practice.

Masks

UPDATE 24th February 2021: Use of PPE in Schools Medical Grade Masks Schools must provide medical grade masks in the EN16483 category to all SNAs and teachers in special schools and special classes and those staff by necessity that need to be in close and continued proximity with pupils with intimate care needs.

Cloth face coverings are not suitable for children under the age of 13 and anyone who:

- Has trouble breathing;
- Is unconscious or incapacitated;
- Is unable to remove it without help;
- Has special needs to who may feel upset or very uncomfortable wearing the face covering.

For staff, face coverings should not be required if physical distancing is possible and practiced appropriately. Wearing a face covering will conceal facial expression and make communication difficult. (All other **staff may wear face covering if they wish to do so**)

The use of a visor in addition may be considered where there is a concern regarding prolonged close contact and exposure to fluid/respiratory droplets. But it is not adequate on its own.

Gloves

The use of disposable gloves in the school by pupils or staff is not generally appropriate but may be necessary for intimate care settings. Routine use does not protect the wearer and may expose others to risk from contaminated gloves.

Routine use of disposable gloves is not a substitute for hand hygiene.

UPDATE 24th February 2021

NEW SECTION: Ventilation

The Department has published guidance setting out the practical steps for good ventilation in accordance with public health advice 'Practical Steps for the Deployment of Good Ventilation Practices in Schools'

The guidance sets out an overall approach for schools

- that windows should be open as fully as possible when classrooms are not in use (e.g. during break-times or lunch-times (assuming not in use) and also at the end of each school day)
-
- and partially open when classrooms are in use.

The guidance provides that good ventilation can be achieved in classrooms without causing discomfort, particularly during cold weather.

Making Changes to School Layout

Maintaining physical distancing in the school environment is recommended as one of the key control measures to minimize the risk of the introduction and spread of COVID-19.

Crosserlough NS will reconfigure classrooms and other areas as necessary to support physical distancing in line with the guidance in advance of school reopening.

Data Protection

The Data Protection Commission has provided guidance on the data protection implications of the return to work protocols.

This advice can be found here:

<https://www.dataprotection.ie/en/news-media/data-protection-implications-return-work-safely-protocol>

Schools are reminded that all school records and data must be maintained and processed in compliance with the GDPR and the Data Protection Acts. The responsibility for compliance with the legislation rests with each school in their role as data controller.

2.0 Communication

Relevant information pertaining to the return to school after the Covid closure, and the safe operation of the school, will be communicated to staff, parents and students.

Communication with parents and staff will be by email, textparent and the school website.

Parents and staff will communicate information to children in an age appropriate way.

Information will also be available on the school website www.crosserloughns.com

It is important that all parents are signed up to classdojo and that they check their emails and school website to keep up to date.

3.0 Wellbeing

Children, parents and teachers will be getting used to new routines and changes in school on account of Covid-19, however the school is also conscious of the wellbeing of all.

Students: Teachers with the support of parents will help the children transition back to school. Routine and familiarity will be important. So too will be the activities children associate with school that they enjoy.

All classes will have SPHE lessons with their wellbeing in mind.

Parents: Where they have concerns they think that school could help with are invited to contact the class teacher or Principal, depending on the nature of their concern.

If circumstances change for a child at home, it is always helpful to let the teacher know.

Staff will continue to work as a team supporting one another under the guidance of the School Principal.

As directed by the Department of Education in the Roadmap for Reopening Schools there is a 'Lead Worker Representative' and assistant elected from the staff.

Staff would ask parents to be understanding of the new situation we are all adapting too.

Communication will be the key to understanding and good relationships and wellbeing.

4.0 The Curriculum

Children, parents and teachers will be getting used to new lessons and different priorities for the time being on account of Covid-19, however the school is also conscious of the importance of the school curriculum and learning.

This is especially true because children will have been engaging with 'Distance Learning' since March of the last school year.

Teachers will do their best to balance the need for 'catch up' with the 3Rs on account of time missed but the need for the children to 'catch up' socially and work on the affective domain.

Assessment of where the students are in terms of learning may be a starting point. Revision of what would have been the Summer term's work in their previous class may also be called for.

Unfortunately there may be less active or collaborative learning, less group work, less learning through play, using manipulatives etc. more 'chalk and talk' type.

There may be a need for 'distance learning' for children with underlying conditions.

The staff will work together to do their best overcome the limitations that Covid-19 is placing on us currently and prepare for the various possibilities that may lie ahead.

Impact of COVID-19 on certain school activities

The Department will work with stakeholders to provide more detailed advice on certain schools activities in advance of school reopening.

Choir/Music Performance

Choir practices/performances and music practices/performances involving wind instruments may pose a higher level of risk and special consideration should be given to how they are held ensuring that the room is well-ventilated and the distance between performers is maintained.

Sport Activities

Schools should refer to the HPSC guidance on Return to Sport. Link to return to sport protocols is found here.

<https://www.gov.ie/en/publication/07253-return-to-sport-protocols/>

Shared Equipment

All toys should be cleaned on a regular basis for example weekly. This will remove dust and dirt that can harbour germs.

Toys that are visibly dirty or contaminated with blood or bodily fluids should be taken out of use immediately for cleaning or disposal.

When purchasing toys choose ones that are easy to clean and disinfect (when necessary).

If cloth or soft toys are used they should be machine washable.

Jigsaws, puzzles and toys that young pupils to those with special educational needs may be inclined to put into their mouths should be capable of being washed and disinfected.

All play equipment should be checked for signs of damage for example breaks or cracks. If they cannot be repaired or cleaned they should be discarded.

Clean toys and equipment should be stored in a clean container or clean cupboard. The manufacturer's instructions should always be followed.

At this time soft modelling materials and play dough where used should be for individual use only.

Cleaning Procedure for Toys

- Wash the toy in warm soapy water, using a brush to get into crevices.
- Rinse the toy in clean water.
- Thoroughly dry the toy.
- Some hard plastic toys may be suitable for cleaning in the dishwasher.
- Toys that cannot be immersed in water that is electronic or wind up should be wiped with a damp cloth and dried.
- In some situations toys/equipment may need to be disinfected following cleaning for example: toys/equipment that pupils place in their mouths. Toys/equipment that have been soiled with blood or body fluids or toys where a case of COVID-19 has been identified.

- If disinfection is required: A chlorine releasing disinfectant should be used diluted to a concentration of 1,000ppm available chlorine. The item should be rinsed and dried thoroughly.

Art – Where possible pupils should be encouraged to have their own individual art and equipment supplies.

Electronics – Shared electronic devices such as tablets, touch screens, keyboards should be cleaned between use and consideration could be given to the use of wipeable covers for electronics to facilitate cleaning.

Musical Equipment/Instruments – To the greatest extent possible, instruments should not be shared between pupils and if sharing is required, the instruments should be cleaned between uses.

Library Policy – Where practical pupils should have their own books. Textbooks that are shared should be covered in a wipeable plastic covering that can be wiped with a suitable household cleaning agent between uses. Pupils should be encouraged to perform hand hygiene after using any shared item.

Shared Sports Equipment – Minimise equipment sharing and clean shared equipment between uses by different people.

Appendix 1:

Crosserlough National School
COVID 19 Policy Statement

Crosserlough NS is committed to providing a safe and healthy workplace for all our staff and a safe learning environment for all our pupils. To ensure that, we have developed the following COVID-19 Response Plan. The BOM and all school staff are responsible for the implementation of this plan and a combined effort will help contain the spread of the virus. We will:

- continue to monitor our COVID-19 response and amend this plan in consultation with our staff
- provide up to date information to our staff and pupils on the Public Health advice issued by the HSE and Gov.ie
- display information on the signs and symptoms of COVID-19 and correct hand-washing techniques
- agree with staff, a worker representative who is easily identifiable to carry out the role outlined in this plan
- inform all staff and pupils of essential hygiene and respiratory etiquette and physical distancing requirements
- adapt the school to facilitate physical distancing as appropriate in line with the guidance and direction of the Department of Education and Skills
- keep a contact log to help with contact tracing
- ensure staff and pupils engage with the induction / familiarisation briefing provided by the Department of Education and Skills
- implement the agreed procedures to be followed in the event of someone showing symptoms of COVID-19 while at school
- provide instructions for staff and pupils to follow if they develop signs and symptoms of COVID-19 during school time
- implement cleaning in line with Department of Education and Skills advice

All school staff will be consulted on an ongoing basis and feedback is encouraged on any concerns, issues or suggestions.

This can be done through the Lead Worker Representative(s) *Mrs Siobhán Clarke LWR & Mrs Geraldine Farmer DLWR*

Signed: Rev Fr Peter Mc Kiernan

Chairperson of Board of Management

Teresa Galligan

Principal

Appendix 2

Return to Work Form

This form must be completed by staff in advance of returning to work.

If the answer is Yes to any of the below questions, you are advised to seek medical advice before returning to work.

Name: _____

Name of School: _____

Name of Principal: _____ Date: _____

	Questions	YES	NO
1.	Do you have symptoms of cough, fever, high temperature, difficulty breathing, loss or change in your sense of smell or taste now or in the past 14 days?		
2.	Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days?		
3	Are you awaiting the results of a COVID-19 test?		
4	In the past 14 days, have you been in contact with a person who is a confirmed or suspected case of COVID-19?		
5	Have you been advised by a doctor to self-isolate at this time?		
6	Have you been advised to restrict your movements at this time?		
7	Have you been advised to cocoon at this time? Note: if you're at very high risk (extremely vulnerable) from COVID-19 you may be advised to cocoon.		

I confirm, to the best of my knowledge that I have no symptoms of COVID-19, am not self-isolating or awaiting results of a COVID-19 test and have not been advised to restrict my movements.

Please note: The school is collecting this sensitive personal data for the purposes of maintaining safety within the workplace in light of the COVID-19 pandemic. The legal basis for collecting this data is based on vital public health interests and maintaining occupational health and this data will be held securely in line with our retention policy.

Signed: _____

APPENDIX 2a:

People at very high risk (extremely vulnerable)

The list of people in very high risk groups include people who:

- are over 70 years of age - even if fit and well
- have had an organ transplant
- are undergoing active chemotherapy for cancer
- are having radical radiotherapy for lung cancer
- have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
- are having immunotherapy or other continuing antibody treatments for cancer
- are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
- have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs

- have severe respiratory conditions including cystic fibrosis, severe asthma, pulmonary fibrosis, lung fibrosis, interstitial lung disease and severe COPD_

- have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)
- are taking medicine that makes you much more likely to get infections (such as high doses of steroids or immunosuppression therapies)

have a serious heart condition and are pregnant

The advice for this group is available from the HSE. Details of the arrangements that will apply for these staff, which will be in accordance with those applying for the public service generally, will be updated by the Department of Education following consultation with management bodies and unions and a circular will issue to all schools.

The management of a COVID-19 related absence will be managed in line with agreed procedures with the Department of Education.

**APPENDIX 3: Contract Tracing Log
Crosserlough NS**

Name of School	Crosserlough National School		School Contact Person	Mrs Teresa Galligan, Principal
Address of School	Crosserlough, Co. Cavan		For Queries only: Phone No	049 4336128
			Email for	office@crosserloughns.com
Name of Visitor				Was the visit pre-arranged with the Principal? Yes <input type="checkbox"/> No <input type="checkbox"/>
Date of Visit	___/___/___	Time	Entry to school _____ am <input type="checkbox"/> pm <input type="checkbox"/>	Exit from School _____ am <input type="checkbox"/> pm <input type="checkbox"/>
Visitor Status	Contractor <input type="checkbox"/>	Parent <input type="checkbox"/>	Other <input type="checkbox"/> Please complete: _____	
Contact details of visitor	Company Name (if applicable)			
	Address			
	Contact No.		Email Address	
	Reason for Visit			
Who the visitor met (separate line required for each person the visitor met)				
Name of Person visited				Length of time spent with each person in the school

APPENDIX 4: Summary of the School Management Checklist 23rd February 2021

Crosserlough National School

This checklist from the Department of Education supports planning and preparation, control measures and induction needed to support a safe return to school for pupils, staff, parents and others.

For completion by the agreed person with overall responsibility of managing the implementation of the COVID-19 Response plan in line with the supports as agreed with Department of Education.

UPDATE to the School Management Checklist 23rd February 2021

Staff

- Have you requested confirmation that the details in the pre-return to work form remain unchanged following periods of closure such as school holidays.
- Have you advised staff and pupils not to return to or attend school if they are identified by the HSE as a close contact of a confirmed case of COVID-19 or if they live with someone who has symptoms of the virus.
- Have you advised staff and pupils not to return or attend school if they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel
- Have you advised staff and pupils to cooperate with any public health officials and the school for contact tracing purposes and follow any public health advice in the event of a case or outbreak in the school; Hand / Respiratory Hygiene
- Have you told staff and pupils when they need to wash their hands or use hand sanitiser? This includes: 1. When entering and exiting vehicles 2. When entering and exiting school buildings
-

Physical Distancing

- Have you advised staff of the Department's guidance to achieve good ventilation

Planning and Systems

1. Is there a system in place to keep up to date with the latest advice from Government and Department of Education, to ensure that advice is made available in a timely manner to staff and pupils and to adjust your plans and procedures in line with that advice? **Yes: emails and textparent and school website**
2. Have you prepared a school COVID-19 response plan and made it available to staff and pupils? **Yes. It is on the school website. It has been circulated to staff. Yes.**
3. Have you a system in place to provide staff and pupils with information and guidance on the measures that have been put in place to help prevent the spread of the virus and what is expected of them? **Yes: emails and textparent and school website.**
4. Have you displayed the [COVID-19 posters in suitable locations highlighting the signs and symptoms of COVID-19](#)? **Yes**
5. Have you told staff of the purpose of the [COVID-19 contact log](#)? **Yes the purpose of the Covid 19 contact log has been explained. Staff are familiar with it at this point (24th February 2021)**
6. Have you a [COVID-19 contact log](#) in place to support HSE tracing efforts if required? **Yes at secretary's office in entrance foyer.**
7. Have you informed staff on the measures and provided a system for them to raise issues or concerns and to have them responded to? **Yes.**

8. Have you reviewed and updated [risk assessments](#) in line with DES advice to take account of any controls to help prevent the spread of COVID-19? **Yes. Risk assessment completed.**
9. Have you updated emergency plans, if necessary to take account of the COVID-19 response plan? **Yes**

Staff

10. Have you made available to each staff member a [COVID-19 return-to-work form](#) to be completed and returned 3 days before they return to the workplace? **Yes**
11. Are you aware of staff members who are at very high risk under the HSE guidance on people most at risk ([HSE guidance on people most at-risk](#)) and advised them of the DES agreed arrangements for management of those staff? **The COVID Return to Work Forms will give this information.**
12. Have you advised staff and pupils they must stay at home if sick or if they have any [symptoms of COVID-19](#)? **Yes**
13. Have you told staff and pupils what to do and what to expect if they start to develop symptoms of COVID-19 in school, including where the isolation area is? **Yes**
14. Have you advised staff of the availability of the supports of the occupational health and wellbeing programme through Spectrum Life? **Yes. See Appendix 10 St. Brigid's NS COVID Response Plan.**
15. Has a lead worker representative been identified (in line with the process agreed with the DES and education partners) and detailed at Section 4.3 of this plan to help advise staff and to monitor compliance with COVID-19 control measures in the school and taken measures to ensure all staff know who the representative is? **Yes**

Training and Induction

16. Have you advised staff to [view the Department of Education's training materials which are available online](#)? **Yes**
17. Have you taken the necessary steps to update your school induction / familiarisation training to include any additional information relating to COVID-19 for your school? **Yes**
18. Have first aiders, if available, been given updated training on infection prevention and control re: hand hygiene and use of PPE as appropriate? **Yes**

Buildings / Equipment

19. If you have mechanical ventilation does it need cleaning or maintenance before the school reopens? **Caretaker will attend to this.**
20. Does your water system need flushing at outlets following low usage to prevent Legionnaire's Disease? **Caretaker will attend to this.**
21. Have you visually checked, or had someone check, all equipment in the school for signs of deterioration or damage before being used again? **Yes.**
22. Have you arranged for the school, including all equipment, desks, benches, doors and frequent touched surfaces points, to be cleaned before reopening? **Yes**

Control Measures in place

Hand / respiratory hygiene

23. Have you accessed supplies of hand sanitisers and any necessary PPE equipment in line with the interim HPSC health guidance relating to the reopening of schools, from the national framework provided by the Department? (RFI published and framework available from early August). **Yes**
24. Are there hand washing/hand sanitising stations in place to accommodate staff, pupils and visitors adhering to hand hygiene measures in accordance with Department guidance? **Yes**
25. Have arrangements been made for staff and pupils to have regular access to hand-washing/hand sanitising facilities as appropriate? **Yes**
26. Are hand sanitisers easily available and accessible for all staff, pupils and visitors – e.g. in each classroom and at entry and exit points to school buildings? **Yes**

27. Have you made arrangements to ensure hand hygiene facilities are regularly checked and well-stocked? **Yes**
28. Does the alcohol-based hand sanitiser have at least 60% ethanol or 70% isopropanol as the active ingredient? **Yes**
29. Have you informed staff about the importance of hand washing? **Yes** Have you arranged for staff to view [how to wash their hands](#) (with soap and water for at least 20 seconds) and dry them correctly through the use of the HSE video resource? **Yes**
30. Have you shown staff and pupils how to use hand sanitiser correctly and where hand-sanitising stations are located? **Yes**
31. Have you [displayed posters](#) on how to wash hands correctly in appropriate locations? **Yes**
32. Have you told staff and pupils when they need to wash their hands or use hand sanitiser? This includes:
- before and after eating and preparing food
 - after coughing or sneezing
 - after using the toilet
 - where hands are dirty
 - before and after wearing gloves
 - before and after being on public transport
 - before leaving home
 - when arriving/leaving the school /other sites
 - after touching potentially contaminated surfaces
 - if in contact with someone displaying any COVID-19 symptoms **Time will be spent on return to school on 1st/15th March reminding children of our routines in this respect..**
33. Has you told staff and pupils of the importance of good respiratory measures to limit the spread of the virus?
- avoid touching the face, eyes, nose and mouth
 - cover coughs and sneezes with an elbow or a tissue
 - dispose of tissues in a covered bin **Physical Distancing: Time will be spent on return to school on 1st/15th March reminding children of this.**
34. Have you identified all available school space to be used to maximise physical distancing? **Yes**
35. Have you reviewed [the templates provided by the Department of Education](#) which show options for revised layout of school rooms to meet physical distancing requirements? **Yes.**
36. Have you arranged to revise the layout of the rooms and furniture as per the Department guidelines if necessary? **YES**
37. Have you arranged in each room that the teacher's desk should be at least 1m and where possible 2m away from pupil desks? **Yes**
38. Have you arranged in each room that pupils would be at least 1m away from each other? **Yes**
39. Have you allocated work stations consistently to the same staff and children rather than having spaces that are shared? **Yes**
40. Have you structured pupils and their teachers into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or "Pods" within those class bubbles to the extent that this is practical? **Yes**
41. If you have divided a class into Pods, have you arranged at least 1m distance between individual Pods within the class bubble and between individuals in the pod, whenever possible? **Translation If you have divided a class into groups, have you arranged at least 1m distance between individual groups within the class and between individuals in the groups, wherever possible: Yes**

42. Have you taken steps to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those class bubbles) as much as possible? **Yes**
43. Have you arranged Pod sizes to be as small as it is likely to be reasonably practical in the specific classroom context? **Yes**
44. Have you arranged to the greatest extent possible for pupils and teaching staff to be consistently in the same Class Bubbles acknowledging that this will not be possible at all times? **Yes**
45. Have you arranged where possible that different class bubbles to have separate breaks and meal times or separate areas at break or meal times? **Yes**
46. Have you made arrangements to limit interaction on arrival and departure from school and in other shared areas? **Yes**
47. Have you encouraged walking or cycling to school as much as possible? **Yes**
48. Have you made arrangements, in so far as practicable, to open additional access points to school to reduce congestion? **Yes**
49. Can you provide a one system for entering and exiting the school, where practical? **Yes**
50. Have you arranged for staff meetings to be held remotely or in small groups or in large spaces to facilitate physical distancing? **Yes**
51. Have you a system to regularly remind staff and pupils to maintain physical distancing **Yes**
52. Have you advised staff not to shake hands and to avoid any physical contact? **Yes**

Visitors to Schools

53. Have you identified the activities that involve interacting with essential visitors to the school, made arrangements to minimise the number of such visitors and put in place measures to prevent physical contact, as far as possible? **Yes**
54. Are there arrangements in place to inform essential visitors to the school of the measures to help prevent the spread of infection? **Yes**
55. Have you a system in place for all visitors who do need to come to the school to make appointment, arrange to contact a central point and to record their visit [using the contact tracing log?](#) **Yes**

**APPENDIX 5: What to do if a staff member/pupil displays symptoms of COVID-19
while at school**

Crosserlough National School

UPDATE 23rd February 2021 A nominated member of the school management team will be responsible for ensuring that all aspects of the protocol to deal with suspected cases have been adhered to.

1. If the person with the suspected case is a pupil, parents/guardians should be contacted immediately
2. Isolate the patient. Have a procedure in place to accompany the individual to the designated isolation area via the isolation route. Keep at least 2 metres away from the symptomatic person and make sure others do too.
3. If it is not possible to maintain a two metres distance a staff member caring for a pupil should wear a face covering/mask. Departmental advice is gloves not be used as the virus does not pass through skin.
4. Provide a mask for the person presenting with symptoms if one is available. He or she should wear the mask if in any common area with other people or while exiting the premises
5. Assess whether the person who is displaying symptoms can immediately be directed to go home/be brought home by parents who will call their doctor and continue self-isolation at home.
6. If the person is well enough to go home, arrange for them to be transported home by a family member, as soon as possible and advise them to inform their GP by phone of their symptoms. They should not use public transport.
7. If the person cannot go home immediately they should stay in isolation and their doctor called. They should avoid touching people, surfaces and objects. They should cover their mouth and nose with a disposable tissue provided if they cough or sneeze & put tissue in the waste bin provided.
8. If they are too unwell to go home or advice is required, contact 999 or 112 and inform them that the sick person is a COVID-19 suspect
9. Carry out an assessment of the incident which will form part of determining follow-up actions and recovery
10. Arrange for appropriate cleaning of the isolation area and work areas involved.

The HSE will inform any staff/parents who have come into close contact with a diagnosed case via the contact tracing process.

The HSE will contact all relevant persons where a diagnosis of COVID-19 is made.

*The instructions of the HSE should be followed and **staff and pupil confidentiality is essential at all times.***

APPENDIX 6:

Checklist for dealing with a suspected case of COVID-19 Crosserlough National School

Staff members will be required to manage a suspected case in line with the protocol and training. A nominated member of the school management team will be responsible for ensuring that all aspects of the protocol to deal with suspected cases have been adhered to. *Staff and pupil confidentiality is essential at all times.*

Isolation Area

1. Have you identified a place that can be used as an isolation area, preferably with a door that can close?
2. The isolation area does not have to be a separate room but if it is not a room it should be 2m away from others in the room.
3. Is the isolation area accessible, including to staff and pupils with disabilities?
4. Is the route to the isolation area accessible?
5. Have you a contingency plan for dealing with more than one suspected case of COVID-19?
6. Are the following available in the isolation area(s)? Tissues, Hand sanitiser, Disinfectant/wipes , Gloves/Masks, Waste Bags, Bins

Isolating a Person

7. Are procedures in place to accompany the person to the isolation area, along the isolation route with physical distancing from them?
8. Are staff familiar with this procedure?
9. Have others been advised to maintain a distance of at least 2m from the affected person at all times? *(it is intended that this will be dealt with as part of the Department's online training)*
10. Is there a disposable mask to wear for the affected person while in the common area and when exiting the building?

Arranging for the affected person to leave the school

11. Staff – have you established by asking them if the staff members feel well enough to travel home?
12. Student – have you immediately contacted their parents/guardians and arranged for them to collect their pupil? Under no circumstances can a pupil use public or school transport to travel home if they are a suspected case of COVID-19.
13. The person concerned should be advised to avoid touching other people, surfaces and objects.
14. They should be advised to cover their mouth and nose with disposable tissue(s) when they cough or sneeze, and to put the tissue in the bin.
15. Has transport home or to an assessment centre been arranged if the person has been directed to go there by their GP?
16. Has the person been advised not to go to their GP's surgery or any pharmacy or hospital?
17. Has the person been advised they must not use public transport?
18. Has the person been advised to continue wearing the face mask until they reach home?

Follow up

19. Have you carried out an assessment of the incident to identify any follow-up actions needed?
20. Are you available to provide advice and assistance if contacted by the HSE?

Cleaning

21. Have you taken the isolation area out-of-use until cleaned and disinfected?
22. Have you made arrangements to clean and disinfect any classroom space where the staff or pupils were located?
23. Have you arranged for cleaning and disinfection of the isolation area and any other areas involved, as soon as practical after the affected person has left the building?

Have the cleaners been trained in dealing with contaminated areas and supplied with the appropriate PPE? *(It is intended to provide online training for cleaning staff. Appropriate PPE will be available to schools through the national procurement process which schools can access before reopening).*

Appendix 8 Job Description for Lead Worker Representative

Every school will appoint one Lead Worker Representative.

In schools with 30 or more staff an Assistant Lead Worker Representative will be appointed in addition to the LWR. The role of the Assistant LWR will be to: assist the LWR in their duties as set out above; and deputise as LWR where the LWR is absent

Election of Lead Worker Representative/ Deputy LWR/ Assistant LWR

The school staff are entitled to select staff members for the LWR, Deputy LWR and Assistant LWR positions as appropriate. The LWR/ Deputy LWR/ Assistant LWR represents all staff in the workplace regardless of role and must be aware of specific issues that may arise in respect of different staff cohorts. In this regard, if a teacher is selected for the role of LWR, then the Deputy LWR/ Assistant LWR should be selected from the non-teaching staff where feasible and vice versa.

The process for the selection and appointment of the LWR/ Deputy LWR/ Assistant LWR as appropriate should be arrived at by consultation and consensus at school level, through the seeking of volunteers to act in that capacity. Where there is more than one volunteer, all school staff should vote to select the LWR/ Deputy LWR/ Assistant LWR.

The LWR/ Deputy LWR/ Assistant LWR will, following selection by the school staff, be formally appointed by the employer. LWR/ Deputy LWR/ Assistant LWR will be required to confirm, prior to taking up the role, that they have completed the provided training and that they are fully aware of the requirements of the role.

7. Supports for the Lead Worker Representative/ Deputy LWR/ Assistant LWR

The LWR/ Deputy LWR/ Assistant LWR shall be entitled to:

- Receive information and training in respect of their role
- Be consulted by school management on the control measures being put in place by the school to minimise the risk of being exposed to COVID-19;
- Regular communication with school management on issues related to COVID-19;
- Be informed of changes in practice arising from COVID-19 response measures;

Where the LWR/ Assistant LWR is a teacher (including a postholder), the 10 Croke Park hours which can currently be used for planning on other than a whole school basis will be utilised by the LWR and Assistant LWR to carry out their duties in that role.

Where the LWR/ Assistant LWR is an SNA, 10 of the “72 hours” will be utilised by the LWR and Assistant LWR to carry out their duties in that role.

Where the LWR/ Assistant LWR is a Secretary or Caretaker, a re-prioritisation of duties by school management should be carried out to afford the staff member sufficient time to carry out their duties in that role.

Procedure for dealing with issues that arise

Where an issue of concern is identified by the LWR (or is notified to the LWR by a staff member), the LWR should bring this to the attention of the Principal. Action points for addressing the issue should where possible be agreed between the LWR and the Principal. Staff should be informed of the outcome.

If agreement cannot be reached, the LWR may notify the Board of Management (Chairperson of the BoM in the first instance)/ Education and Training Board head office of the issue. Action points for

addressing the issue should where possible be agreed between the LWR and the BoM/ETB head office. Staff should be informed of the outcome.

Appendix 8: Checklist for Lead Worker Representative

1. Have you agreed with your school to act as a Lead worker representative for your school?
2. Have you been provided with information and training in relation to the role of lead worker? .
3. Are you keeping up to date with the latest COVID-19 advice from Government?
4. Are you aware of the [signs and symptoms of COVID-19?](#)
5. Do you know [how the virus is spread?](#)
6. Do you know how to help prevent the spread of COVID-19?
7. Have you watched and do you understand the online Induction Training provided by the Department of Education before returning to school?
8. Are you helping in keeping your fellow workers up to date with the latest COVID-19 advice from Government?
9. Have you completed the COVID-19 return-to-work form and given it to your school?
10. Are you aware of the control measures your school has put in place to minimise the risk of you and others being exposed to COVID-19? (*Checklist for School Management available*)
11. Did your school consult with you when putting control measures in place? *Control measures will be agreed centrally between the Department and education partners. Consultation at school level should take place on any specific local arrangements necessary to implement the protocol*
12. Have you a means of regular communication with the person with overall responsibility for the school COVID-19 plan?
13. Are you co-operating with your school to make sure these control measures are maintained?
14. Have you familiarised yourself with the cleaning requirements needed to help prevent cross contamination? (*Checklist for cleaning and disinfection available*)
15. Have you been asked to walk around and check that the control measures are in place and are being maintained?
16. Are you reporting immediately to the person with overall responsibility for the school COVID-19 plan any problems, areas of non-compliance or defects that you see?
17. Are you keeping a record of any problems, areas of non-compliance or defects and what action was taken to remedy the issue?
18. Are you familiar with what to do in the event of someone developing the symptoms of COVID-19 while at school?
19. Are you co-operating with your school in identifying an isolation area and a safe route to that area? (*Checklist for dealing with suspected case of COVID-19 available*)
20. Are you helping in the management of someone developing symptoms of COVID-19 while at school?
21. Once the affected person has left the school, are you helping in assessing what follow-up action is needed?
22. Are you helping in maintaining the contact log?
23. Have you been made aware of any changes to the emergency plans or 1st aid procedures for your school?
24. Are you making yourself available to fellow staff to listen to any COVID-19 control concerns or suggestions they may have?
25. Are you raising those control concerns or suggestions with your school and feeding back the response to the worker who raised the issue?
26. Are you aware of the availability of the Spectrum Life Wellbeing Together Programme? *See Appendix 10 St. Brigid's NS COVID Response Plan.*

Appendix 9 -**Staff Duties**

UPDATE 24th February 2021

Staff Duties · Not to return to or attend school in the event of the following:

- if they live with someone who has symptoms of the virus
- if they have travelled outside of Ireland;

In such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.

Cooperate with any public health personnel and their school for contact tracing purposes and follow any public health advice given in the event of a case or outbreak in their school

Undergo any COVID-19 testing that may be required in their school as part of mass or serial testing as advised by Public Health

Staff have a statutory obligation to take reasonable care for their own health and safety and that of their colleagues and other parties. The cooperation and assistance of all staff is essential to reduce the risk of spread of COVID-19 and to protect health and safety as far as possible within the school. All staff have a key role to play. In this regard and in order to facilitate a safe return to work, these duties include, but are not limited to, the following:

- Adhere to the School COVID-19 Response Plan and the control measures outlined.
- Complete the RTW form before they return to work.
- Must inform the principal if there are any other circumstances relating to COVID19, not included in the form, which may need to be disclosed to facilitate their safe return to the workplace.
- Must complete COVID-19 Induction Training and any other training required prior to their return to school.
- Must be aware of, and adhere to, good hygiene and respiratory etiquette practices.
- Coordinate and work with their colleagues to ensure that physical distancing is maintained.
- Make themselves aware of the symptoms of COVID-19 and monitor their own wellbeing.
- Self-isolate at home and contact their GP promptly for further advice if they display any symptoms of COVID-19.
- Not return to or attend school if they have symptoms of COVID-19 under any circumstances.
- If they develop any symptoms of COVID-19 whilst within the school facility, they should adhere to the procedure outlined above.
- Keep informed of the updated advice of the public health authorities and comply with same.

Appendix 10 -

Hygiene and Cleaning in Schools

The Department of Education will provide additional funding to schools to support the enhanced cleaning required to minimise the risks of COVID-19. Details of the funding supports will be provided to schools by way of circular and will be updated as required. The funding will be provided in advance of reopening.

The specific advice in relation to school cleaning is set out in the HPSC advice and will be covered in the induction training. This advice sets out the cleaning regime required to support schools to prevent COVID-19 infections and the enhanced cleaning required in the event of a suspected cases of COVID-19. Schools are asked to carefully read and understand the cleaning advice and to apply that to all areas of the school as appropriate.

Schools are reminded to take particular care of the hygiene arrangements for hand washing and toilet facilities.

In summary, each school setting should be cleaned at **least once per day**. Additional cleaning if available should be focused on frequently touched surfaces – door handles, hand rails, chairs/arm rests, communal eating areas, sink and toilet facilities.

All staff will have access to cleaning products and will be required to maintain cleanliness of their own work area. Under no circumstances should these cleaning materials be removed from the building.

Staff should thoroughly clean and disinfect their work area before and after use each day.

There should be regular collection of used waste disposal bags from offices and other areas within the school facility.

Shower facilities shall not be available for use by staff or pupils due to the increased risk associated with communal shower facilities and areas. This shall be reviewed in line with government guidance.

Staff must use and clean their own equipment and utensils (cup, cutlery, plate etc.)

Cleaning/Disinfecting rooms where a pupil/staff member with suspected COVID-19 was present

The room should be cleaned as soon as practicably possible.

Once the room is vacated the room should not be reused until the room has been thoroughly cleaned and disinfected and all surfaces are dry.

Disinfection only works on things that are clean. When disinfection is required it is always as well as cleaning.

Person assigned to cleaning should avoid touching their face while they are cleaning and should wear household gloves and a plastic apron.

Clean the environment and furniture using disposable cleaning cloths and a household detergent followed by disinfection with a chlorine based product (household bleach).

Pay special attention to frequently touched surfaces, the back of chairs, couches, door handles and any surfaces that are visibly soiled with body fluids.

Once the room has been cleaned and disinfected and all surfaces are dry, the room can be reused.

If a pupil or staff diagnosed with COVID-19 spent time in a communal area like a canteen, play area or if they used the toilet or bathroom facilities, then the areas should be cleaned with household detergent followed by a disinfectant (as outlined in the HPSC interim health advice) as soon as is practically possible.

Appendix 10a

Checklist for Cleaning

UPDATE 23rd February 2021: Have you put in place a written cleaning schedule to be made available to cleaning staff including: Cleaning of frequently touched surfaces such as vending machines, coffee machines and door handles

1. Have you a system in place for checking and keeping up to date with the latest public health advice from Government and the Department of Education, to ensure that advice is made available in a timely manner in order to adjust your cleaning procedures in line with that advice?
2. Have you reviewed the HPSC interim health advice for the safe reopening of schools, in particular **Section 5.6 Environmental Hygiene**?
3. Have you explained the need for the enhanced cleaning regime to staff?
4. Are you aware that cleaning is best achieved using a general purpose detergent and warm water, clean cloths, mops and the mechanical action of wiping and cleaning, following by rinsing and drying?
5. Have you sufficient cleaning materials in place to support the enhanced cleaning regime?
6. Have you provided training for cleaning staff on the enhanced cleaning regime? (*Department of Education intends to provide online training for cleaning staff*)
7. Have you made arrangements for the regular and safe emptying of bins?
8. Are you familiar with the cleaning options for school settings set out in the interim HPSC health advice for schools for surfaces, toilets, cleaning equipment, PPE and waste management?
9. Are you aware that each school setting should be cleaned once per day?
10. Have you provided cleaning materials to staff so that they can clean their own desk or immediate workspace?
11. Have you advised staff that they are responsible for cleaning personal items that have been brought to work and are likely to be handled at work or during breaks (for example, mobile phone and laptops) and to avoid leaving them down on communal surfaces or they will need to clean the surface after the personal item is removed?
12. Have you advised staff and pupils to avoid sharing items such as cups, bottles, cutlery, and pens?
13. Have you put in place a written cleaning schedule to be made available to cleaning staff including: items and areas to be cleaned, frequency of cleaning, cleaning materials to be used, equipment to be used and method of operation?
14. Details of how to clean following a suspected case of COVID-19 are at **Section 7 of the Plan above**
15. If disinfection of contaminated surfaces is required, is a system in place to do this following cleaning?
16. If cleaning staff have been instructed to wear gloves when cleaning are they aware of the need to wash their hands thoroughly with soap and water, both before and after wearing gloves?
17. Have you a system in place for the disposal of cleaning cloths and used wipes in a rubbish bag? *Current HSE guidance recommends waste such as cleaning waste, tissues etc. from a person suspected of having COVID-19 should be double bagged and stored in a secure area for 72 hours before being presented for general waste collection.*
18. Is there a system in place to make sure reusable cleaning equipment including mop heads and non-disposable cloths are clean before re-use?
19. Have you ensured there is a system in place to ensure that equipment such as buckets are emptied and cleaned with a fresh solution of disinfectant before re-use?

Appendix 10 - Hand Hygiene

UPDATE: 23rd February 2021 Hand Hygiene · There is a requirement for access to hand washing facilities after activities that are likely to soil hands, for example playing outside or certain sporting activities as hand sanitiser does not work on dirty hands · Alcohol-based sanitiser must not be stored or used near heat or naked flame

Staff and pupils should understand why hand hygiene is important as well as when and how to wash their hands.

Schools should promote good hygiene and display posters throughout the schools on how to wash your hands. Follow the HSE guidelines on handwashing:

<https://www2.hse.ie/wellbeing/how-to-wash-your-hands.html>

Hand hygiene can be achieved by hand washing or use of a hand sanitiser (when hands look clean).

Use of hand hygiene facilities including wash hand basins needs to be managed so as to avoid congregation of people waiting to use wash hand basins and hand sanitisers.

Hand sanitiser dispensers can be deployed more readily at exit and entry points of schools and classrooms and care should be taken to clean up any hand sanitiser spills to prevent risks of falls.

Warm water is preferable to hot or cold water for hand washing but if the plumbing system only supplies cold water, a soap that emulsifies easily in cold water should be used.

Wash hand basins, running water, liquid soap and hand drying facilities should be provided in all toilets, kitchens and any food preparation areas.

Hand washing facilities should be maintained in good condition and supplies of soap and towels should be topped up regularly to encourage everyone to use them.

Hot air dryers are an acceptable alternative for hand drying but must be regularly maintained. There is no evidence that hand dryers are associated with increased risk of transmission of COVID-19.

Posters displaying hand washing techniques and promoting hand washing should be placed on walls adjacent to washing facilities and can be laminated or placed in a plastic sleeve.

Hand sanitiser is suitable for use for hand hygiene when hands are not visibly soiled (look clean).

Evidence of effectiveness is best for alcohol based hand rubs but non-alcohol based hand rubs can be used too.

When hand rubs/gels are being used in school care should be taken to ensure that pupils do not ingest them as they are flammable and toxic.

Young children should not have independent use of containers of alcohol gel.

Frequency of Hand Hygiene

Pupils and staff should perform hand hygiene:

- On arrival at school;
- Before eating or drinking;
- After using the toilet;
- After playing outdoors;
- When their hands are physically dirty;
- When they cough or sneeze.

The Department has arranged for a drawdown framework to be established to enable schools purchase hand-sanitisers and any other necessary PPE supplies for use in the school. The procurement process for this framework is at an advanced stage and it is intended that these materials will be available for drawdown in early August. Further guidelines will be issued shortly. The Department will provide funding for the costs associated with hand sanitising and PPE requirements in schools. This funding will be available in advance of school reopening at the end of August.

Appendix 10a: - Respiratory Hygiene_

Make sure you, and the people around you, follow good respiratory hygiene. This means covering your mouth and nose with a tissue or your bent elbow when you cough or sneeze. Then dispose of the used tissue immediately and safely into a nearby bin.

By following good respiratory hygiene, you protect the people around you from viruses such as cold, flu and Covid-19.

Appendix 11: - Employee Assistance and Wellbeing Programme_

The Department recognises the need for school staff wellbeing and collective self-care. Support for school staff wellbeing will be provided by Department Support Services including the PDST and CSL, as well as by the HSE's Health Promotion Team.

An Occupational Health Strategy is in place as a supportive resource for staff in schools. The aim of the Occupational Health Strategy is to promote the health and wellbeing of employees in the workplace, with a strong focus on prevention. The Occupational Health Strategy comprises the Employee Assistance Service and the Occupational Health Service. The Employee Assistance Service (EAS) is provided by Spectrum.Life under the logo of '*Wellbeing Together: Folláinne Le Chéile*'.

Under the Employee Assistance Service, employees have a dedicated free-phone confidential helpline 1800 411 057 available 24 hours a day, 365 days a year providing advice on a range of issues such as wellbeing, legal, financial, mediation, management support etc. Where required, short-term counselling is available to employees and their families (over the age of 18 years and living at home). A bespoke wellbeing portal and app which offers access to podcasts and blogs on topics around wellbeing and mental health, family life, exercise and nutrition is also available. In addition online cognitive behavioural therapy is provided. As part of the services provided by Spectrum.Life a Mental Health Promotion Manager is available to develop and deliver evidence based mental health and wellbeing initiatives to reduce stigma and improve mental health literacy and to increase engagement with the service. They will also be providing a series of webinars and presentations to promote staff wellbeing in schools as schools reopen and during the upcoming school year.

Appendix 12 Lead Worker Representative – Primary and Special Schools

The COVID-19 Return to Work Safely Protocol is designed to support employers and workers to put measures in place that will prevent the spread of COVID-19 in the workplace. The Protocol was developed following discussion and agreement between the Government, Trade Unions and Employers at the Labour Employer Economic Forum.

The Protocol provides for the appointment of a Lead Worker Representative (LWR) in each workplace. The LWR will work in collaboration with the employer to assist in the implementation of measures to prevent the spread of COVID -19 and monitor adherence to those measures and to be involved in communicating the health advice around COVID-19 in the workplace.

The purpose of this section is to set out the provisions in respect of the LWR in schools. The operation of these arrangements will be kept under review by the parties.

This document should be read in conjunction with: the [COVID-19 Return to Work Safely Protocol](#); the [Guidance and FAQs for Public Service Employers during COVID-19](#);

COVID-19 Response Plan for Primary and Special Schools (available on the Department of Education website).

1. Collaborative Approach

Responsibility for the development and implementation of the COVID-19 Response Plan and the associated control measures lies primarily with the Board of Management/ Education and Training Board and school management.

Strong communication and a shared collaborative approach is key to protecting against the spread of COVID-19 in schools, and looking after the health, safety and wellbeing of staff and students. Adherence to the Return to Work Protocol will only be achieved if everyone has a shared responsibility in implementing the measures contained within the Protocol in their place of work.

If a staff member has any concerns or observations in relation to the COVID-19 Response Plan, control measures or the adherence to such measures by staff, students or others, they should contact the LWR who will engage with school management.

2. Role of the Lead Worker Representative

In summary, the role of the LWR is to:

- Represent all staff in the workplace regardless of role, and be aware of specific issues that may arise in respect of different staff cohorts;
- Work collaboratively with school management to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19;
- Keep up to date with the latest COVID-19 public health advice;
- In conjunction with school management, promote good hygiene practices such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice;
- Assist school management with the implementation of measures to suppress COVID-19 in the workplace in line with the Return to Work Safely Protocol and current public health advice;
- In conjunction with school management, monitor adherence to measures put in place to prevent the spread of COVID-19;
- Conduct regular reviews of safety measures;
- Report any issues of concern immediately to school management and keep records of such issues and actions taken to rectify them;

- Consult with the school management on the school's COVID-19 Response Plan in the event of someone developing COVID-19 while in school including the location of an isolation area and a safe route to that area;
- Following any incident assess with the school management any follow up action that is required;

- Consult with colleagues on matters relating to COVID-19 in the workplace;
- Make representations to school management on behalf of their colleagues on matters relating to COVID-19 in the workplace.

3. What can a Lead Worker Representative Do?

The LWR may consult with, and make representations to, school management on any issue of concern in relation to COVID-19. These include issues in relation to:

- Cleaning protocols and their implementation
- Physical Distancing

- Implementation of one-way systems in the school to ensure social distancing including when entering and exiting the school
- Hand Hygiene facilities including their location and whether they are stocked and maintained
- Hand sanitising
- Staff awareness around hand hygiene in the school
- Respiratory hygiene
- Personal Protective Equipment
- At Risk Groups
- Visitors/Contractors

4. Lead Worker Representative

Every school will appoint one Lead Worker Representative.

5. Deputy Lead Worker Representative/ Assistant Lead Worker Representative

In schools with less than 30 staff, a Deputy Lead Worker Representative will be appointed in addition to the LWR. The role of the Deputy LWR will be to deputise as LWR where the LWR is absent.

In schools with 30 or more staff and in all Special schools, an Assistant Lead Worker Representative will be appointed in addition to the LWR. The role of the Assistant LWR will be to:

- assist the LWR in their duties as set out above; and
- deputise as LWR where the LWR is absent

6. Selection of Lead Worker Representative/ Deputy LWR/ Assistant LWR

The school staff are entitled to select staff members for the LWR, Deputy LWR and Assistant LWR positions as appropriate. The LWR/ Deputy LWR/ Assistant LWR represents all staff in the workplace regardless of role and must be aware of specific issues that may arise in respect of different staff cohorts. In this regard, if a teacher is selected for the role of LWR, then the Deputy LWR/ Assistant LWR should be selected from the non-teaching staff where feasible and vice versa.

The process for the selection and appointment of the LWR/ Deputy LWR/ Assistant LWR as appropriate should be arrived at by consultation and consensus at school level, through the seeking of volunteers to act in that capacity. Where there is more than one volunteer, all school staff should vote to select the LWR/ Deputy LWR/ Assistant LWR.

The LWR/ Deputy LWR/ Assistant LWR will, following selection by the school staff, be formally appointed by the employer. LWR/ Deputy LWR/ Assistant LWR will be required to confirm, prior to taking up the role, that they have completed the provided training and that they are fully aware of the requirements of the role.

7. Supports for the Lead Worker Representative/ Deputy LWR/ Assistant LWR

The LWR/ Deputy LWR/ Assistant LWR shall be entitled to:

- Receive information and training in respect of their role [*further detail to be provided*];
- Be consulted by school management on the control measures being put in place by the school to minimise the risk of being exposed to COVID-19;
- Regular communication with school management on issues related to COVID-19;
- Be informed of changes in practice arising from COVID-19 response measures;

Where the LWR/ Assistant LWR is a teacher (including a postholder), the 10 Croke Park hours which can currently be used for planning on other than a whole school basis will be utilised by the LWR and Assistant LWR to carry out their duties in that role.

Where the LWR/ Assistant LWR is an SNA, 10 of the “72 hours” will be utilised by the LWR and Assistant LWR to carry out their duties in that role.

Where the LWR/ Assistant LWR is a Secretary or Caretaker, a re-prioritisation of duties by school management should be carried out to afford the staff member sufficient time to carry out their duties in that role.

8. Procedure for dealing with issues that arise

Where an issue of concern is identified by the LWR (or is notified to the LWR by a staff member), the LWR should bring this to the attention of the Principal. Action points for addressing the issue should where possible be agreed between the LWR and the Principal. Staff should be informed of the outcome.

If agreement cannot be reached, the LWR may notify the Board of Management (Chairperson of the BoM in the first instance)/ Education and Training Board head office of the issue. Action points for addressing the issue should where possible be agreed between the LWR and the BoM/ETB head office. Staff should be informed of the outcome.

1. Lead Worker Representative

The Protocol provides for the appointment of a Lead Worker Representative (LWR) in each workplace. The LWR will work in collaboration with the employer to assist in the implementation of measures to prevent the spread of COVID -19 and monitor adherence to those measures and to be involved in communicating the health advice around COVID-19 in the workplace.

This section sets out how the provisions will operate in schools. The process for appointment of the lead worker representative in schools has been agreed centrally between the Department of Education and the education partners.

Responsibility for the development and implementation of the Covid-19 Response Plan and the associated control measures lies primarily with the Board of Management/ Education and Training Board and school management.

Strong communication and a shared collaborative approach is key to protecting against the spread of COVID-19 in schools, and looking after the health, safety and wellbeing of staff and students.

Adherence to the Return to Work Protocol will only be achieved if everyone has a shared responsibility in implementing the measures contained within the Protocol in their place of work.

If a staff member has any concerns or observations in relation to the Covid-19 Response Plan, control measures or the adherence to such measures by staff, pupils or others he/she should contact the lead worker(s) who will engage with the principal/BOM.

Role of the Lead Worker Representative

In summary, the role of the LWR is to:

- Represent all staff in the workplace regardless of role, and be aware of specific issues that may arise in respect of different staff cohorts;
- Work collaboratively with school management to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19;
- Keep up to date with the latest COVID-19 public health advice;

- In conjunction with school management, promote good hygiene practices such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice;
 - Assist school management with the implementation of measures to suppress COVID-19 in the workplace in line with the Return to Work Safely Protocol and current public health advice;
 - In conjunction with school management, monitor adherence to measures put in place to prevent the spread of COVID-19;
 - Conduct regular reviews of safety measures;
 - Report any issues of concern immediately to school management and keep records of such issues and actions taken to rectify them;
-
- Consult with the school management on the school's COVID-19 Response Plan in the event of someone developing COVID-19 while in school including the location of an isolation area and a safe route to that area;
 - Following any incident, assess with the school management any follow up action that is required;
-
- Consult with colleagues on matters relating to COVID-19 in the workplace;
 - Make representations to school management on behalf of their colleagues on matters relating to COVID-19 in the workplace.

Every school will appoint one Lead Worker Representative.

In schools with less than 30 staff, a Deputy Lead Worker Representative will be appointed in addition to the LWR. The role of the Deputy LWR will be to deputise as LWR where the LWR is absent.

In schools with 30 or more staff and in all Special schools, an Assistant Lead Worker Representative will be appointed in addition to the LWR. The role of the Assistant LWR will be to:

- assist the LWR in their duties as set out above; and
 - deputise as LWR where the LWR is absent
- All staff, pupils, parents, contractors and visitors have a responsibility both as individuals and collectively to have due regard for their own health and safety and that of others and to assist with the implementation of the Covid-19 Response Plan and associated control measures.

Full details of the arrangements which will apply for the LWR in primary and special schools is set out at ***Appendix 3***.

